


# Foreland Fields School

## Accessibility Plan



### Governing Body Approval and Categories

Date of Last Review / Scrutiny	18 <sup>th</sup> November 2025
Date (Month / Year) of Next Review /Scrutiny	November 2028
Date Policy was Ratified	3 <sup>rd</sup> December 2025
Category of the Policy	General
Named Lead for Writing the Policy	Headteacher
Named Governor for Scrutiny	Chair of Governors
Approval Body	Full Governing Body
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	
Signed – Chair of Governors 	Date 3-12-25

### United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:



- **Article 3** (Best interests of the child). The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 12** (Respect for the views of the child). Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- **Article 23** (Children with a disability). A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- **Article 28** (Right to education). Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.
- **Article 30** (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.
- **Article 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Article 32 (child labour) Governments must protect children

# **Foreland Fields School**

## **Accessibility Plan**

### **Links with Other Policies**

This accessibility Plan should be read in conjunction with the following school policies and documents:

- Values and Ethos Document
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Single Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection Policy
- Positive Behaviour Policy
- Behaviour Principles
- Careers Education Policy
- Discipline and Conduct Policy
- Appraisal of School Staff Policy
- Anti-Bullying Policy
- Collective Worship Policy
- Staff/Pupils Acceptable Use of Technology Policies
- Dignity and Respect at Work Policy
- Relationships and Sex Education Policy
- Prevent Policy.

### **Related Acts, Policy and Guidance Documents**

- Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice 2015
- The Equality Act 2010 and Schools May 2014

### **Aims**

Schools are required under the Equality Act 2010 to have an accessibility Plan. The purpose of this plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

### **Ensuring Compliance with the Equality Act**

Foreland Fields School's Single Equality Policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976,

Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore, supercedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

The Equality Act 2010 is a UK law that brought together previous anti-discrimination laws into a single act, legally protecting people from discrimination, harassment, and victimisation. It protects individuals based on nine "protected characteristics": age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The Act covers discrimination in the workplace, in education, and in the provision of goods, services, and public functions.

Foreland Fields Schools' Single Equality Policy summarises the school's approach in ensuring equality for all, and details the school's Equality Objectives.

**Foreland Fields School Believe that:**

- all of our pupils have the capacity to learn, are entitled to the opportunity to learn and should have access to quality education in order to enable them to learn.
- all of our pupils should be enabled and challenged to reach their full potential.
- many of our pupils are vulnerable – they have the right to be safe and protected.
- each of our pupils is an individual, with individual needs – educational, social, medical, emotional and care. They have the right to have these needs met.
- our pupils have the right to be seen as children first – rather than be defined by their disabilities.

**We Want our Pupils/Students:**

- to be happy, safe and secure.
- to feel part of a community and feel valued.
- to have flexible and appropriate inclusion opportunities.
- to have a good quality of life and to have their needs met.
- to be as independent as possible.
- to have access to a quality environment and resources.
- to have a flexible, individualised education.

The plan will be made available online on the school website, and paper copies available from the school reception upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including disability issues.

The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **Legislation and Guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) Guidance for Schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy or cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equalities Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustment to the premises.

## **Monitoring Arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be scrutinised by the Governors Resource Team and Ratified by the Full Governing Body.

## **Financial Planning and Control**

The Headteacher, Senior Leadership Team and the Governors Resources Team will review the financial implications of the accessibility plan as part of the normal budget review process.

## **Foreland Fields School Accessibility Plan Objectives 2025-2028:**

1. Provide opportunities for young people with disabilities to engage with offsite activities in the wider community.
2. Improve training for all school staff related to disability and disability issues.
3. Improve the availability and accessibility of information for students with disabilities especially in regards to keeping safe

# Accessibility Plan 2025 - 2028

## Action Plan linked to School Improvement Priorities

1. Provide opportunities for young people with disabilities to engage with offsite activities in the wider community.

### United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this objective supports the following rights:

**Article 23:** (Children with a Disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.



Objective	Success Criteria	Review	Responsibility
Provide opportunities for young people with disabilities to engage with offsite activities in the wider community.	<ul style="list-style-type: none"><li>• Liaise with a greater range of out of school providers to ensure that our young people have access to a greater range of activities linked to their own hobbies and interests.</li><li>• Ensure that The Hive CiC meets the need of the full range of pupils, alumni and wider SEND community, via a variety of offerings including sports, social clubs, arts clubs, horticulture.</li><li>• Ensure that The Hive CiC continue to meet need for parent/carer/community training and social/networking opportunities in SEND.</li><li>• To ensure the Hive continues to develop its physical provisions, in coordination with the school and the Foreland Fields School Charity with a focus on the sensory garden, cycling and Horticulture in order to improve access for children with disabilities.</li><li>• Ensure (hirers) of the school and its grounds (including The Hive) where possible, extend their services to young people who attend the school, former students and the wider SEND community.</li></ul>	Ongoing	<ul style="list-style-type: none"><li>• CIC</li><li>• School Leaders</li></ul>

## 2. Improve training for all school staff related to disability and disability issues.

### United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this objective supports the following right:

**Article 28:** (Right to Education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



Objective	Success Criteria	Review	Responsibility
Improve training for all school staff related to disability and disability issues.	<ul style="list-style-type: none"> <li>• Ensure that staff receive appropriate CPD in order to deliver specific aspects of the curriculum.</li> <li>• Ensure that training provides staff with the knowledge and skills to enable and challenge all students to reach their full potential.</li> <li>• Ensure staff have access to knowledgeable and trained staff to support them in meeting the needs of students with disabilities.</li> <li>• Ensure that staff training covers various disabilities and conditions, such as ASD/C, ADHD, dyslexia, dyspraxia and sensory impairments.</li> <li>• Ensure that staff training incorporates all legal and ethical frameworks and ensures staff are aware of their legal obligations and ethical considerations, including the SEND Code of Practice.</li> <li>• Ensure that training includes the use of specific skills and covers specific needs, such as using specialist health equipment, providing communication support and personal care.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Deputy Headteacher (with responsibility for CPD)</li> <li>• Headteacher</li> <li>• Deputy Headteacher (with responsibility for curriculum)</li> <li>• Pathway Leads</li> </ul>

**3. Access to Information:** Improve the availability and accessibility of information for students with disabilities especially in regards to keeping safe.

**United Nations Convention on the Rights of the Child**

Foreland Fields School is a Rights Respecting School thereby this objective supports the following right:

**Article 17:** (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.



Objective	Actions	Review	Responsibility
Improve the availability and accessibility of information for students with disabilities	<ul style="list-style-type: none"> <li>Fully utilise assistive technology to support young people with disabilities to access information, especially that related to keeping themselves safe.</li> <li>Ensure key policies and guidance documents are written in a student accessible format.</li> <li>Ensure information provided for young people with disabilities is written in an accessible format, e.g. presented in a structured way, using short paragraphs, bullet points, and bolding for key information.</li> <li>Provide greater access to information by providing key people to present that information to young people using their preferred method of communication, e.g. Makaton, British Sign Language, Braille, Communicate in Print (symbols).</li> <li>Continue to liaise with organisations that commonly provide young people with information, e.g. NHS, KCC, etc and offer to support them to provide information in a way that is accessible to young people with disabilities.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Adrian Mount (Headteacher)</li> <li>Leadership Team</li> <li>School Nurses</li> </ul>